

AZELLA Sample Tests

PELL

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Purpose of Sample Tests

What it is:

- Sample item types to prepare students for engaging with the test items.
- Enable students to feel more comfortable when taking the test.
- Obtain a more accurate reflection of the student's English language proficiency – not test taking skills.

What it is not:

- Sample items are not representative of the scope of the test and the performance indicators that will be tested.
- The test is not predictive of scoring on the AZELLA.

Accessing the Sample Tests

Documents located on the AZELLA page of the ADE website

Sample Test Books (Single-Sided) & (Two-Sided)

Sample Test Book Teacher Editions

- Directions
- Scripts
- Sample Test page
- Scoring Information
 - Rubrics
 - Scoring Sheet


<http://www.azed.gov/standards-development-assessment/arizona-english-language-learner-assessment-azella/>

Stage I

Kindergarten


Sample Test

Stage I Sample Test



Student's Name

AZELLA
Stage I
Sample Test



1

Session 1
Listening

Stage I Listening


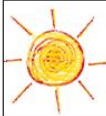

1

tan tin ton

☐ ☐ ☐

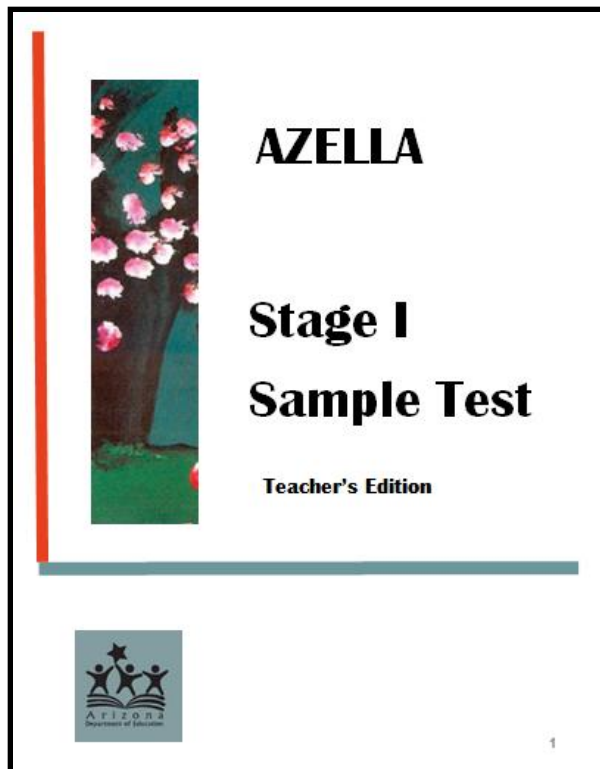
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Stage I Sample Test Teacher's Edition



Session 1
Listening

SAY Today we are going to do the Stage I Sample Test. You are not allowed to talk with your classmates or share answers with one another during the test. I am going to give each of you a sample test. Write your name on the first page of your test.

Hold up the test and point to the place where the student should write his/her name. Ensure all students write their name, or if they cannot, write their name for them.

On your test paper, you will respond to each question by filling in the circle under the word or picture that answers the question. For each question, fill in the circle completely. Now we will begin the Listening part. If you need more time or have any questions, raise your hand.

#1
This item is worth 1 point.

SAY Look at page 4. Check that students are on the correct page.

Pause for about 5 seconds.

This is the Listening section.

Listen to the question. Fill in the circle under the picture for the correct answer.

Look at number 1.
I am going to say three words. Point to each word as I say the word.
tan, tin, ton.

I will say the words again. Listen for the word tin.
tan, tin, ton.

Fill in the circle under the word tin.

1	tan	tin	ton
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Stage II
Grades 1 and 2
Sample Test

Stage II Sample Test Teacher's Edition

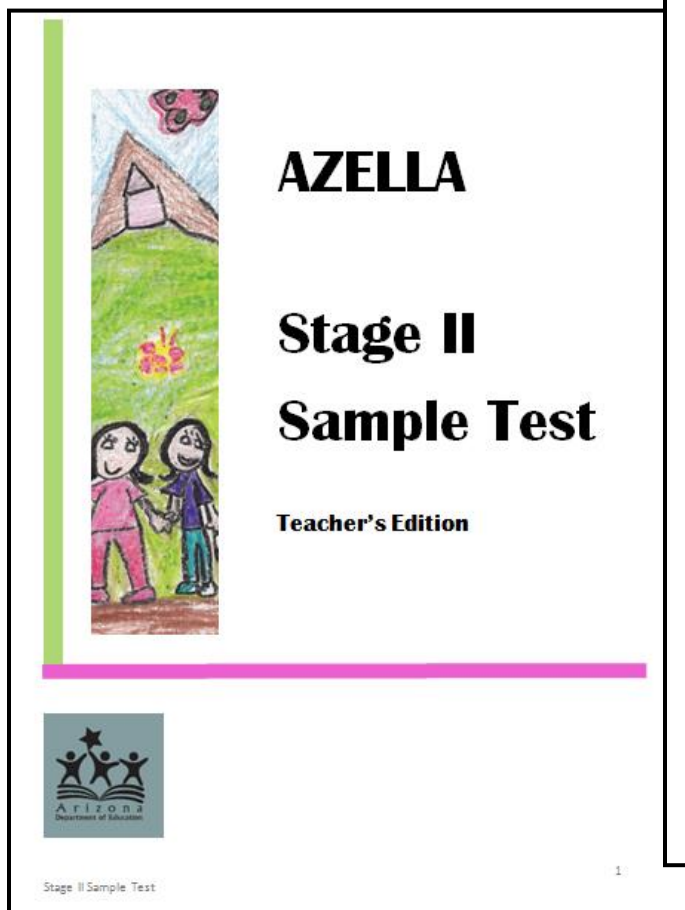


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Response Summary & Student Practice Sheet

Student Name _____ Test Date _____

Response Summary

Listening				Reading			
KEY				KEY			
1	B	correct <input type="radio"/> not correct <input type="radio"/>		1	A	correct <input type="radio"/> not correct <input type="radio"/>	
2	A	correct <input type="radio"/> not correct <input type="radio"/>		2	B	correct <input type="radio"/> not correct <input type="radio"/>	
3	A	correct <input type="radio"/> not correct <input type="radio"/>		3	A	correct <input type="radio"/> not correct <input type="radio"/>	
4	B	correct <input type="radio"/> not correct <input type="radio"/>		4	B	correct <input type="radio"/> not correct <input type="radio"/>	
5	B	correct <input type="radio"/> not correct <input type="radio"/>		5	C	correct <input type="radio"/> not correct <input type="radio"/>	
6	A	correct <input type="radio"/> not correct <input type="radio"/>		6	C	correct <input type="radio"/> not correct <input type="radio"/>	
				7	A	correct <input type="radio"/> not correct <input type="radio"/>	
				8	C	correct <input type="radio"/> not correct <input type="radio"/>	
				9	C	correct <input type="radio"/> not correct <input type="radio"/>	
				10	C	correct <input type="radio"/> not correct <input type="radio"/>	

Writing				
	RUBRIC ID		RUBRIC ID	
1	2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/>	LW.2.3	5	2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/>
2	2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/>	LW.2.3	6	correct <input type="radio"/> not correct <input type="radio"/>
3	2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/>	LW.2.3	7	3 pts. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/>
4	2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/>	LW.2.3	8	3 pts. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/>

Speaking				
1	correct <input type="radio"/> not correct <input type="radio"/>	LS.1	4	correct <input type="radio"/> not correct <input type="radio"/>
2	correct <input type="radio"/> not correct <input type="radio"/>	LS.1	5	correct <input type="radio"/> not correct <input type="radio"/>
3	correct <input type="radio"/> not correct <input type="radio"/>	LS.1	6	correct <input type="radio"/> not correct <input type="radio"/>
7	2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/>	notes		
	RUBRIC ID - LS.2			
8	2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/>	notes		
	RUBRIC ID - LS.2			
9	2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/>	notes		
	RUBRIC ID - LS.2			

Repeats (4 points each; 2 points total)

10	correct <input type="radio"/> not correct <input type="radio"/>
11	correct <input type="radio"/> not correct <input type="radio"/>
12	correct <input type="radio"/> not correct <input type="radio"/>
13	correct <input type="radio"/> not correct <input type="radio"/>
14	correct <input type="radio"/> not correct <input type="radio"/>

Student Practice Sheet

1

2 5 8

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2

☐ ☐ ☐


3

O E X

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1

Stage II Sample Test




Student's Name

AZELLA


Stage II


Sample Test





Session 1 Listening

Stage II Listening

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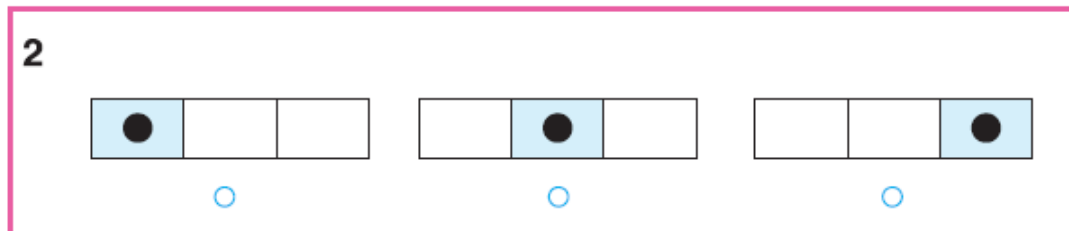
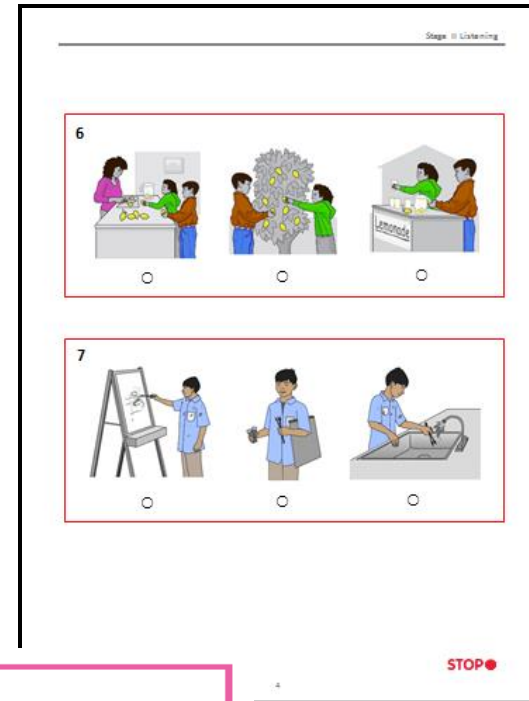
STOP

Items are refreshed annually, but
item types stay consistent.

- Multiple choice
- Short answer
- Extended response

Listening

- Only a few items are provided on the sample test. Item types are consistent.
- Doesn't minimize the need to work on Listening skills based on ELPS and Language strand.



Reading

“Stand-alone” items

Stand-alone items
are not associated
with a reading
passage.

Stage II Reading

DIRECTIONS Read the question and the answers. Fill in the circle next to the correct answer.

2 Which set of words is in ABC order?

- ☐ flower, root, leaf
- ☐ leaf, root, flower
- ☐ flower, leaf, root

3 What is the base word of painted?

- ☐ ed
- ☐ paint
- ☐ pain

4 We will _____ at recess.
Which word belongs in the blank?

- ☐ fun
- ☐ sleeping
- ☐ play

7

Reading

“Passage-based” Items


Stage II Reading

DIRECTIONS Read the story and the questions 8 through 10. Then, for each question, fill in the circle next to the correct answer.

A Visit to the Desert

Erin likes living near the forest. She likes to walk in the forest. She sees blue jays, squirrels, and a deer with brown fur and a white tail.

One day Erin and her mom drove to the desert. She saw a cactus and a tiny bird. Before they drove home, Erin saw a furry animal with long ears. “That rabbit looks very different,” said Erin. “It is a jackrabbit,” said Erin’s mom. Erin and her mom enjoyed seeing the different animals.



Stage II Reading

summary of the story?

the tiny bird.

the forest is fun.

different animals in the forest and the desert.

st thing that Erin saw in the desert?

the jays and squirrels.

furry animal with long ears.

cactus and a tiny bird.

ory describe the jackrabbit?

ing ears

nd a white tail

ue feathers

STOP ●

12

Writing Conventions

“Which sentence is correct?”

Stage II Writing

6 Which sentence is correct?

- ☐ The boy will push his friend on the swing.
- ☐ The boy will pushes his friend on the swing.
- ☐ The boy will pushed his friend on the swing.

7 Which sentence is correct?

- ☐ The little hat red was in the wagon.
- ☐ The little red hat was in the wagon.
- ☐ The hat little red was in the wagon.

8 Which sentence is correct?

- ☐ The girl and her dog are playing at the park.
- ☐ The girl and her dog is playing at the park.
- ☐ The girl and her dog playing at the park.

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Language Strand

Potentials:

Articles	Nouns	Verbs	Modal Auxillaries	Pronouns	Adjectives	Adverbs	Prepositions	Conjunctions (coordinating)
Select an article	Singular common	Subject-verb agreement	Will	Subjective-I	Demonstrative-this	Frequency-Always	Location	and
	Singular proper	Present/declarative	May	Subjective-you	Demonstrative-that	Frequency-Never	Direction	or
	Singular possessive	Present/negative	Can	Subjective-he	Possessive-my	Frequency-Sometimes	Time	for
	Plural common	Present/interrogative	Could	Subjective-she	Possessive-your	Here	Opposition-before/after	but
	Plural proper	Present progressive/declarative	Might	Subjective-it	Possessive-his	There	Opposition-off/on	
	Plural possessive	Present progressive/negative	Must	Subjective-me	Possessive-her		Opposition-with/without	
		Present progressive/interrogative	Should	Possessive-mine	Possessive-its			
		Past/declarative	Would	Possessive-yours	Possessive-our			
		Past/negative		Possessive-his	Possessive-their			
		Past/interrogative		Possessive-hers				
		Past progressive/declarative		Possessive-ours				
		Past progressive/negative		Possessive-theirs				
		Past progressive/interrogative		Interrogative-who				
		Future/declarative		Interrogative-what				
		Future/negative		Interrogative-which				
		Future/interrogative						
		Irregular (present): to be						
		Irregular (present): to have						
		Irregular (present): to do						
		Irregular (present): to go						
		Infinitive verb phrase (to buy a bicycle)						

The verb tenses specified in Stage II of the Writing domain of the English Language Proficiency Standards (Standard 2; HI-9) include: **simple present, past progressive, present, present progressive, simple future.**

Extended Response Writing

Practice using rubric

Be sure to include:

- Characters
- Setting
- A beginning, a middle, and an end.

Read the checklist for narrative writing as I read it aloud.

- Write a story about what you see in the picture.
- Include a main idea, characters, and details.
- Use descriptive words.
- Include a beginning, a middle, and an end.
- Use complete sentences.
- Use correct capitalization and punctuation.


Look at the picture again, and on page 22 write a story about what you see in the picture. When you have finished number 17, stop and put down your pencil.

Write your words inside the box. You may begin to write now.

Pause until students have had a chance to write their paragraphs. Ensure that students are writing in the text box provided. Once students have completed the writing activity, say the following.

SAY Now we have finished this activity.

17 Look at the picture.



Write a story about what you see in the picture.

Be sure to include:

- Characters
- Setting
- A beginning, a middle, and an end.

Check Your Writing: Narrative Writing

- 1 Write a story about what you see in the picture.
- 2 Include main idea, characters, and details.
- 3 Use descriptive words.
- 4 Include a beginning, a middle, and an end.
- 5 Use complete sentences.
- 6 Use correct capitalization and punctuation.

Stage II Sample Test

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Writing Rubrics

Writing AZELLA Holistic Rubric
Stage I and II: 0-3 points
Rubric ID: I-II.W.3
Use for item numbered: #17

Rubric interpretation: This holistic rubric measures student skill in creating multiple English sentences about a topic that is depicted in one or more pictures. In holistic scoring, the best fit score is awarded. Evidence of correct subject-verb is considered, as well as capitalization, punctuation, and spelling. Evidence of consistent spacing between letters and words is also considered. Response will include reference(s) to the prompt/picture(s). If spelling of more complex words is phonetic and words are recognizable, it can be accepted. A score point of zero is applied in any of the following conditions: blank page; language other than English; off-topic response; restatement or copying of the prompt; illegible or unintelligible response; evidence of teacher interference.

Points	Descriptors
3	<p>Student response is at least two English sentences which include ideas, actions, and/or details. A single sentence that is comprehensively structured to relate more than one idea, action, and/or detail may be counted as two sentences.</p> <ul style="list-style-type: none"> • Ideas and details are present. • Errors in subject-verb agreement are not evident. • Beginning capitalization and/or end punctuation have only minor errors or omissions. • Minor spelling errors do not impede the meaning of words. • Phonetic spelling is acceptable.
2	<p>Student response includes at least one English sentence.</p> <ul style="list-style-type: none"> • Ideas and details may be vague but are present. • Minimal errors in subject-verb agreement are noted. • Beginning capitalization and/or end punctuation have only minor errors or omissions. • Word order impedes clarity. • Minor spelling errors begin to impede the meaning of words. Phonetic spelling is acceptable.
1	<p>Student response includes an attempt to write English sentences.</p> <ul style="list-style-type: none"> • Ideas and details are vague and/or non-existent. • Errors in subject-verb agreement confuse the reader. • No consistent evidence of capitalization and/or punctuation is noted. • Spelling errors impede the meaning of words. Attempts at phonetic spellings are not recognizable.

Stage II Sample Test

41

Speaking

Students struggle when asked to

“ASK ME A QUESTION.....”

Work on QUESTIONS

Teach the English Language Proficiency Standards

... and students will do well on the AZELLA

Thank you

The items on the Stage I and Stage II Sample tests were created through a collaborative effort between ADE staff and Arizona educators. Thank you for your hard work!

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